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ABSTRACT

Career education staff development activities were conducted by Oregon's Interinstitutional Consortium for Career Education in three phases: (1) staff development for college and university faculties (also reported separately in CE 019 417); (2) program development for teacher, counselor, and administrator preparation; and (3) teacher certification and training program accreditation. (This document reports on activities conducted in all three phases during the project's second year of operation; CE 019 260 provides a final report of the project's third year of operation.) Project management, staff development, program implementation, and teacher certification/program accreditation were examined by three types of evaluation activities: self-evaluation, user evaluation, and third-party evaluation. Selected evaluation findings include the following: (1) positive changes in perceptions toward career education were minimal among college/university students but dramatic among college/university staff; (2) project need was well documented and activities were in line with identified needs; (3) the project assisted higher education and related agencies to interact by providing focus and task orientation; (4) project functions constituted a system of facilitating career education personnel development; (5) project slippage points were identified and adjusted; and (6) information flow was primarily from project central office staff to individual campuses, with little flow among campuses. Recommendations were made to improve further project efforts. (Related materials are appended, including a list of career education competencies for teachers, guidelines for preparatory program accreditation, and abstracts of several project reports.) (BM)

I.D. 377

ED166403

FINAL PERFORMANCE REPORT

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A Report of the Project
STATEWIDE INFUSION OF CAREER EDUCATION
INTO THE PREPARATION OF
TEACHERS, COUNSELORS AND ADMINISTRATORS

Interinstitutional Consortium for Career Education
3180 Center Street NE
Salem, Oregon 97301

August, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 019 417

THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

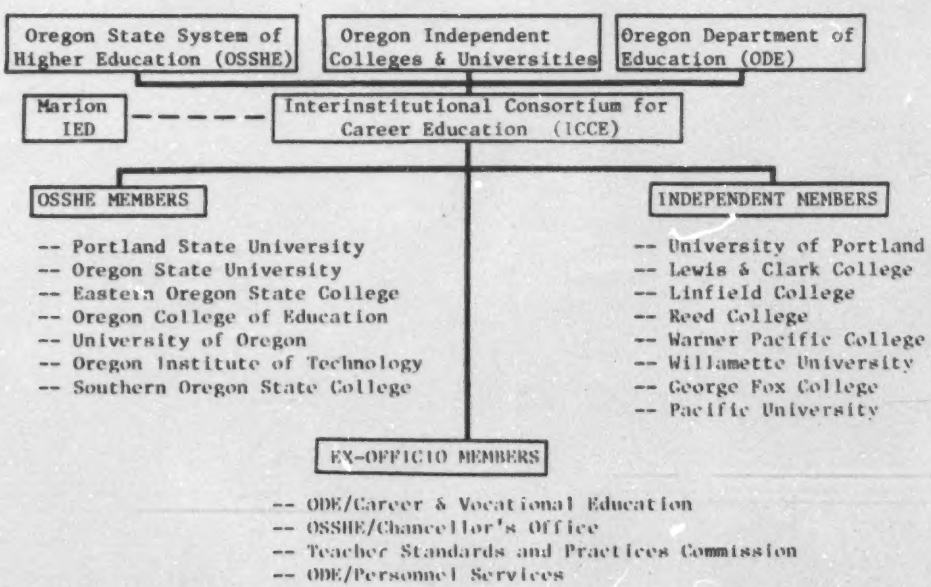
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE


Oregon State System of Higher Education (OSSHE)
Oregon Independent Colleges & Universities
Oregon Department of Education (ODE)
Marion IED
Interinstitutional Consortium for Career Education (ICCE)
OSSHE MEMBERS
-- Portland State University
-- Oregon State University
-- Eastern Oregon State College
-- Oregon College of Education
-- University of Oregon
-- Oregon Institute of Technology
-- Southern Oregon State College
INDEPENDENT MEMBERS
-- University of Portland
-- Lewis & Clark College
-- Linfield College
-- Reed College
-- Warner Pacific College
-- Willamette University
-- George Fox College
-- Pacific University
EX-OFFICIO MEMBERS
-- ODE/Career & Vocational Education
-- OSSHE/Chancellor's Office
-- Teacher Standards and Practices Commission
-- ODE/Personnel Services

PREFACE

The material presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly state and federal supported project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". This comprehensive Project is focused on three essential aspects of preparing education personnel for expanded and extended roles in career education; staff development for college and university faculties; program development for teacher, counselor and administrator preparation; and teacher certification and training program accreditation.

This report for the period of July 1, 1975 to June 30, 1976 summarizes the activities of the Consortium in each of the above areas. In addition to the summary of the activities conducted during this past year, a summary of the third-party evaluator's report is included. Also included are abstracts of the publications that resulted from the many and varied activities which were included in this effort. Since this Project has been designed to impact primarily on colleges, universities and state agencies which have responsibilities for training educational personnel in career education, single copies of these documents will be provided to such organizations until the original printing is exhausted. I sincerely hope that the documents developed during the conduct of this Project will serve as useful guides and prototypes for those who might wish to replicate the processes or adapt portions of the products produced.

The activities reported in this document represent the second year of a five year effort of Oregon's colleges and universities to improve their preparation of personnel in career education. This long-range effort has brought together all the colleges and universities in Oregon who have responsibilities in this area and they, with the collaboration of the Oregon Department of Education, the Oregon State System of Higher Education and the Teacher Standards and Practices Commission have worked toward the attainment of specific goals to improve the preparation of educational personnel for career education. There has emerged from these efforts an evolved model for bringing about change in college and university personnel preparation which might be applicable, whether it be for career education or some other educational reform or innovative effort. Further information concerning the intracacies of the model and the approach will be provided upon request.

In a Project of this nature, with its extensive linkages and many collaborative efforts, it is impossible to acknowledge all those agencies and individuals whom have contributed to its operation and success. However, we would be amiss if we did not acknowledge at least three agencies whose support and guidance has made this effort possible. The Oregon Department of Education through the Career and Vocational Education section have provided funds, materials, staff resources and helpful guidance in the development of the Project and its operation. Likewise, the Chancellor's Office of the Oregon State System of Higher Education has been equally instrumental in the development and conduct of this comprehensive effort. The Teacher Standards and Practices Commission, that body which has responsibilities for certifying teachers and accrediting training programs, has also been instrumental in the Project design and operation. Don Gilles, Vern Rempel and Dick Jones, respectively of the three aforementioned agencies have been most helpful in conduct of the Project.

The major portion of the work reported in this document has been done by faculty of the cooperating colleges and universities. While greatly appreciated these people are too numerous to mention individually since there have been more than 300 college and university personnel significantly involved in the many activities of the Project. Providing specific direction to program development activities was Dr. Allen Lee, Professor of Career Education at Portland State University. Leadership for the teacher certification and program accreditation work was provided by Dr. David Myton of the Teacher Standards and Practices Commission. Both of these individuals served as associate directors for the Project and devoted many hours to the Project's development and the conduct of its varied activities. The results represented by this Report could not have been attained without the leadership of Drs. Lee and Myton. A key strategy in bringing about change in the college and university teacher preparation programs, as related to career education, has been the involvement of college and university staff with local K-12 practitioners who were conducting exemplary programs in career education. The provisions of staff, program and facility resources by local educational agencies has been valued and greatly appreciated.

Finally, no acknowledgement of this past twelve months effort would be complete without a special thanks to Virginia Jamieson, Roger Luft, Linda Johnston and Marge Covey of the Consortium office. Without their support no significant measure of this work would have been completed.

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CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORT

Project Number	Grant Number	Nature of the Report
554AH50106	G007502395	FINAL

Project Title	Period Covered by Report
Statewide Infusion of Career Education Into the Preparation of Teachers, Counselors and Administrators	July 1, 1975 to June 30, 1976

Category of this Project: Training

Name of the Project Director: Dr. Darrell L. Ward

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MAJOR ACTIVITIES

Introduction

The Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" has provided impetus to ongoing collaborative efforts of Oregon College and Universities as they seek to expand, extend and supplement preparation of personnel for career education development and implementation. The Interinstitutional Consortium for Career Education (ICCE) was initiated in 1971 and was made up of the seven public institutions which prepare teachers, counselors and administrators. In 1974, the Consortium expanded to include the eight independent institutions which prepare educational personnel and in 1974, a full-time director was employed to provide leadership and staff development to the Consortium efforts.

The Consortium was charged with the responsibility to analyze and plan for the preparation of teachers, counselors and administrators to develop and implement career education. That charge has been furthered through the project "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators", also referred to as the Career Education Personnel Development Project (CEPD).

Major Goals

"Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" addressed three distinct work areas. Those areas were University Staff Development, University Program Development, and Teacher Certification and Program Accreditation. The three work areas have distinct, separate objectives, but together provide a systematic approach toward the goal of statewide infusion.

The objective of University Staff Development has been to provide staff members of four-year colleges and universities professional development opportunities which would prepare them to infuse career education into their teacher preparation activities. This objective was approached through statewide workshops, seminars and on-campus preparation of staff members for adaptation and adoption of model materials and programs for teacher education. Summaries and documentation of staff development activities are available from the ICCE.

In the University Program Development work area, which proposed to infuse existing programs of teacher, counselor and administrator preparation with knowledge, attitudes and skills needed to develop, implement, conduct, and administer career education, task forces have been utilized in eight program implementation areas. Task forces have worked to identify the competencies needed by educational personnel as well as to develop teaching/learning materials and procedures for dissemination of those materials. A process to infuse career education into educational preparation programs was developed and tested during the year utilizing the materials of the task forces in the various program areas. Task force and infusion reports are available from the ICCE.

The Teacher Certification and Program Accreditation area of the project was charged with developing guidelines, explanatory materials, and making revision recommendations for "Oregon Rules for Certification of Teachers, Specialists and Administrators" and "Standards for the Approval of Oregon College and University Teacher Education Programs". As a result of this area, definitions and competency statements were developed for colleges and universities preparing educational personnel, as were guidelines to supplement the standards currently being used by accreditation teams in reviewing career education components of preparation programs. The need for a career education certification endorsement was investigated and recommendations made. A report of this Project work area, as well as the recommendations to the Teacher Standards and Practices Commission, is available from the ICCE.

Project Management

The Marion Intermediate Education District, as contractor for the Inter-institutional Consortium for Career Education, provided office space in the IED facilitites for centralized project activities. The facilities are new and not only provided the required office and meeting room space but the contractor also supplied equipment, duplication needs, fiscal accounting and members of its staff assisted project staff as needed.

University Staff Development

University staff development focused on two types of activities, statewide workshops and institutional activities. Three statewide workshops were conducted by project staff. Cadre from consortium institutions conducted staff development activities on their own campuses. Teacher-educators were the primary attendees of the statewide workshops, although others, such as representatives of business, industry, graduate students, and college personnel from the academic disciplines and local education agency personnel did participate.

The first workshop focused upon acquainting college and university personnel with exemplary career education activities of local education agencies (LEA). The workshop was held October 9 and 10, 1975, in conjunction with statewide "Professional Day" workshops on career guidance, career awareness and career exploration. In addition to the regular workshop activities, teacher-educators participated in sessions designed to identify implications for teacher preparation of the exemplary K-12 activities.

At the first workshop, guidelines were presented to Consortium representatives outlining conditions and requirements for submitting plans to receive Staff Development Awards. Institutions then developed a plan which illustrated how they proposed to conduct staff development activities and infuse career education into their teacher preparation programs. Fourteen campus plans were submitted and were approved for an award.

The second workshop was held December 1-3, 1975 at Wemme, Oregon. That workshop concentrated on conceptual foundations for career education and study of exemplary programs in Oregon, and throughout the United States. Teams of resource people from local education agencies and the Oregon Department of Education (ODE) worked with college and university personnel in developing a conceptual base and understanding of career education.

The third staff development workshop was held prior to and in conjunction with the Spring Conference of the Oregon Council of Career and Vocational Administrators, April 28-29, 1976 at Otter Crest, Oregon. The major topic of the workshop was long-range planning for career education personnel development in higher education. Teacher-educators heard presentations by prominent career education figures and reports on activities of the program development and personnel certification and program accreditation work areas. An opportunity was again provided for the teacher-educators to work closely with personnel from exemplary career education programs in Oregon.

The Career Education Personnel Development Project has utilized a cadre approach to facilitate staff development on the campuses. Each institution has formed a cadre of teacher-education personnel who have received training through the statewide staff development workshops. They, in turn, have provided training for other institution staff. Institutional staff development has encompassed a variety of activities unique to each

institution. Activities have ranged from the development of career education learning packages for teacher-educators, to holding staff retreats to examine career education concepts and philosophy. The institutional staff development activities have been conducted by cadre members, with assistance provided by project staff, Oregon Department of Education personnel and representatives from local educational agencies.

University Program Development

Many of the activities of the Program Development work area of the Career Education Personnel Development Project were completed by Task Forces. Persons from colleges and universities, local schools, and the Oregon Department of Education served on the Task Forces which met periodically, collected and reviewed information, and recommended changes which could be considered for infusion into existing education personnel preparation programs at both the undergraduate and graduate levels in Oregon's seven public and eight independent colleges and universities. Each Task Force had a chairperson and an assigned coordinator to facilitate its operation. Task Forces functioned in the areas of:

(1) elementary teacher education, (2) secondary teacher education, (3) special education, (4) counselor education, (5) school administrator preparation, (6) vocational education, (7) identification and utilization of community resources, and (8) career and cluster information and manpower needs.

Guidelines for Task Force chairpersons and coordinators were developed to provide uniformity to the task force functions. Task Force responsibilities included:

1. Identification of desirable student outcomes (grades K-12).
2. Identification of desirable teaching-learning activities for students (grades K-12).
3. Competencies, skills, and knowledge which educational personnel should have in order to facilitate item #2 above.
4. Identification of content and materials which should be considered for prospective inclusion in education personnel preparation programs in the colleges and universities.

The eight task force reports are intended to serve as a basis for revision of course syllabi by higher education personnel as they infuse career education elements into on-going personnel preparatory programs.

A contract for the major problem development work was executed with Portland State University on September 17, 1975. This contract also provided for work with Lewis and Clark College, the Institute of Public Affairs Research, and other institutions within the greater Portland-Metro area. Work assignments for program development were also executed with Oregon State University and Oregon College of Education.

The above mentioned colleges and universities developed plans and began infusion, or acceleration of on-going infusion efforts of educational personnel development programs with career education elements. The responsibility for determining which professional education courses were to be infused with what elements of Career Education was the prerogative of college and university faculty who were responsible for their own campuses. Such faculty had the benefit of the Task Forces work but executed their own and their institutions responsibilities regarding the specifics of course and program revisions. In order to make intelligent decisions concerning courses to be infused, it was necessary for the participating institutions to analyze the professional education courses within the respective curriculum area for which each was responsible. Similar criteria were used for this analysis at Portland State University, Lewis and Clark College, Oregon College of Education, and Oregon State University. The criteria used for selecting elementary and secondary teacher-education courses to infuse with elements of career education by Portland State University are shown here to illustrate the process:

1. Courses selected represented a cross-section of the curricula found in the public schools (social studies, reading, science and Language arts).

2. Courses selected represented a cross-section of the key undergraduate experiences required for acquisition of a basic teaching certificate.

3. Graduate courses selected represented key courses required for acquisition of a standard teaching certificate as well as an elective portion of a Master's Degree Program.

4. Courses selected were taught last academic year by instructors specifically interested and committed to the infusion of career education into departmental course offerings.

5. Courses selected were taught by faculty recognized as key personnel who provided leadership for program development.

During the pilot testing and the revision of course syllabi, the Reports of the Task Forces were used extensively. In addition to the main content of the reports, the selected bibliographies proved helpful.

Teacher Certification and Program Accreditation

This work area was concerned with the procedures and processes for amplification and extension of Oregon's requirements for teacher certification and training program accreditation. Three major tasks were delegated to this Project work area. They were:

1. Develop guidelines to supplement the "Standards for the Approval of Oregon College and University Teacher Education Programs".

2. Investigate and, if warranted, develop an endorsement in career education for a Basic or Standard Oregon Teaching Certificate.

3. Develop definitions and competency statements on career education for colleges and universities preparing elementary and secondary teachers.

Oregon Revised Statutes delegate authority for teacher preparation and certification to the Teacher Standards and Practices Commission (TSPC*). The Consortium, therefore, requested that the Teacher Standards and Practices Commission participate in an effort designed to attain completion of the above tasks.

The Teacher Standards and Practices Commission in its meeting of July 10, 1975, accepted responsibility for general supervision and conduct of the above tasks. A work agreement between the IED and TSPC was executed.

In keeping with Commission policies which require broad involvement of the education profession in Oregon, three study committees were established to correspond to each of the tasks mentioned previously. Each committee included representative teachers, administrators, teacher educators, and Department of Education personnel from throughout Oregon.

Prior to the first meeting of the study committee, a review of the available literature on career education was conducted. A data brief was prepared to provide the study committee with a concise summary of current material and a detailed bibliography for use as a resource in addressing their task. The data brief included definitions of career education terms as they are used by national as well as local leaders in career education. Provided, also, were lists of competency statements in career education which ranged from a list of eight basic career education competencies to a collection of more than 100 specific career education competencies for classroom teachers. The data became the base from which all three study committees operated.

One of the tasks specified under the auspices of the Project was to select and/or develop definitions and competency statements on career education appropriate to the Oregon Rules for Certification, especially in relation to the "key terms" included in the 1970-71 edition of the Rules.

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*TSPC is a legally constituted body (Oregon Revised Statutes 342.120-342.200 and 342.505 - 342.663) charged by the Oregon Legislature to develop and administer certification rules and training program standards for Oregon school personnel.

Working from a draft of materials containing definitions and competency statements and resource materials, the study committee revised the definitions and reaffirmed their earlier decision on the appropriateness of a list of eight basic competencies developed in an earlier project of the Oregon Department of Education. The competencies were originally designed as career guidance competencies for classroom teachers, but were determined to be the competencies most appropriate for classroom teachers at this time.

A draft of the material was distributed within the Oregon educational community for review and comment. This was accomplished in conjunction with a companion statewide study committee working to develop supplementary guidelines for accreditation of teacher education programs. These materials were distributed to approximately 250 educators in Oregon who were invited to respond to a simple questionnaire and/or comment on the materials.

The study committees later met jointly to consider the responses to the survey. After deliberation of these responses and consideration of testimony from representatives of teacher education institutions, the Oregon Department of Education and the public schools, revised drafts were prepared for the study committees. The competencies and definitions are included in Appendix A and the Guidelines in Appendix B.

The third task in this work area was completed by a committee which examined school district personnel preparation needs in career education to determine whether an endorsement in career education was warranted and should be recommended for inclusion in the Oregon Rules for Certification. The committee members were selected to provide views and expertise representative of the educational community.

The committee developed an instrument to survey school administrators on their personnel preparation needs, the need for a separate teaching endorsement in career education, the importance of selected career education competencies for teachers and to obtain information on the extent of career education implementation in the public schools. It was recommended by the Study Committee that an endorsement for teachers in the area of career education was not warranted at this time.

A complete report of this work area is available in a publication entitled "Career Educational Personnel Certification and Program Accreditation" from the Marion IED.

Project Reports

Numerous reports, guides and other documents have been completed during the course of this Project effort. An abstract of each document is included in Appendix C. Limited distribution of the reports, subject to availability will be provided requestors.

PROJECT PARTICIPANTS

More than 700 individuals from state and local educational agencies, from institutions of higher education and from business, labor, industry and the professions participated in a significant manner in one or more of the varied project activities. The following chart summarized the participation by major groups. Appendix D presents OE Form #467, Participant Summary.

Participants	Asian/ Pac. Is.	Black/ Negro	Cauc/ White	Hispanic	Male	Female	Total
4 year college students	7	4	180	9	130	70	200
Teachers (K-12)	2	4	22	3	18	9	27
Counselors (K-12)		1	15	1	13	4	17
Administrators (K-12)	1		34	1	31	5	36
Bus/Ind/Labor/Professions	1	2	26	1	////	////	////
Department of Education	1		21	1	////	////	////
Higher Education	9	12	419	15	////	////	////
Total	21	19	717	31	////	////	////

EVALUATION

Since activities of this Project were carried on within each of four Divisions of Work to produce a product or products, evaluation included procedures and findings for process and product in all four divisions. The proposed major, tangible product of the Project for Fiscal 1976 was a draft, developmental model for infusing the training of persons who will have or do have career education responsibilities. It was recognized that refinement and field testing of the model would take place subsequent to FY 1976.

The Project Evaluation Design was based upon a discrepancy model, input-process-output, and employed the "evaluation by objectives" concept. The Evaluation Plan, developed by the Third-Party Evaluator cooperatively with the Project Staff and Management Team, was tied directly to the objectives stated in the approved Project proposal.

The Project was organized for evaluation purposes into four Divisions of Work:

- o Overall Project Management
- o Staff Development
- o Program Implementation
- o Teacher Certification and Program Accreditation

Each of the Four Divisions of Work were examined by means of three types of evaluation activities -- self evaluation, user evaluation and third-party evaluation. Populations in each area from whom evaluation data were collected included:

--Self Evaluation

- o Overall Project Management -- Project Director and Associate Directors, Project Assistants, Interinstitutional Consortium for Career Education (ICCE) Representatives.
- o Staff Development -- Cadre chairpersons and members.
- o Program Implementation -- Task Force Members and Faculty revising and using revised syllabi.
- o Teacher Certification and Program Accreditation -- Professors from Linfield, Warner Pacific, George Fox and Eastern Oregon State College, and executive secretary of State Teacher Standards and Practices Commission.

--User Evaluation

- o Overall Project Management -- Deans, Oregon Department of Education Career Education Staff, Chancellor's Office Oregon State System of Higher Education, Oregon Chapter of American Association of Colleges of Teacher Education (AACTE).
- o Staff Development -- Deans, College and University Faculty who went through on-campus staff development, cadre members who went through statewide staff development. (Instrument, Appendix F.)
- o Program Implementation -- Deans, faculties, and college and university students taught with revised syllabi. (Perception Instrument, Appendix G).
- o Teacher Certification and Program Accreditation -- Teacher Standards and Practices Commission, Deans, Superintendents of local educational agencies.

-- Third-Party Evaluation -- Dr. Leo Myers

The third-party evaluator conducted the third-party evaluation activities specified in the Evaluation Plan. He also coordinated and monitored the self evaluation and user evaluation efforts by the parties listed above. Although the third-party evaluation was formative in the sense that there was periodic input by the evaluator to Project Management through the fiscal year, the emphasis was upon analysis of process and products to prepare a summative report of findings.

Summary of Evaluator's Findings

A complete report of the third-party evaluation is contained in "Final Evaluation Report" available from the ICCE. The following summary of evaluation findings is excerpted from that document.

The measurable or observable impact of the CEPD Project upon the students of teacher education was minimal in this, the initial and developmental year of the Project. Although some positive changes in perceptions toward career education held by students were noted, it is difficult to attribute the changes to the CEPD "treatment" which more directly impacted college and university staff and among whom some dramatic changes in perceptions toward career education were apparent. Student impact evaluation will be emphasized in FY 1977, the infusion and program implementation year for the Project.

The need for the Project is well documented. Specific training needs of teachers, counselors and administrators on each of the 15 individual campuses require further identification so that statewide and institutional staff development programs may be targeted more precisely. In the Fall of 1976, these needs will be surveyed and analyzed. Staff training needs are integrally related to required staff competencies, thus expression and validation of competency statements will also be an important thrust of the Project in FY 1977.

The CEPD Project has helped meet the need for staff members in higher education, and appropriate related agencies, to interact by providing a focus and a task orientation. The Project builds upon and extends logically past accomplishments in the state and on individual campuses. This puts the Project, generally, in a positive light and encourages "Those who have worked before to work again and involve others along with them".

CEPD is clearly a "system". The parts (Divisions of Work) of the Project and the objectives and functions of those parts can be easily related to the whole Project and its purposes. The Project plans and activities are exceptionally well documented.

Potential slippage points as far as achieving the Project's purposes were recognized by the Project Management Team and the ICCE and countered to the extent possible with the time and resources available. Such potential slippage points were identified as:

- o Apathy
- o Reluctance to change
- o "Turfdom" and "Separatism" in organizational and institutions
- o Lack of information
- o Misunderstanding
- o "Adding on" rather than "analyzing and changing"
- o Lack of recognized, demonstrated, generalizable models for change
- o Varying perceptions of the Project's "true" purposes
- o Varying perceptions of the meaning of career education
- o "Wait and See" attitudes
- o Apparent lack of commitment and support

There seems to be little flow of information relative to the Project from campus to campus. Most information exchange is with, from, or through the Project central staff to and from individual campuses.

Generally, the CEPD Project proposal and Management plan was adhered to. When programmatic changes were made, rationales were stated and documented. There were no lags in the time lines that prevented the Project from working toward its objectives.

Some recommendations were offered by the evaluator for consideration by the Management Team and the ICCE in the interest of helping to improve, rather than criticize the Project.

Recommendations relative to management:

1. Assign one Project central staff member (a full time field service person) with a year's schedule in advance to systematically visit each campus at least three times to help coordinate inter-campus efforts and inform appropriate personnel on each campus of new developments on other campuses, and on the state and national scene. It would be helpful if this person could also provide technical assistance in writing planned course statements and revising syllabi.

2. To accommodate some colleges and universities that are on a semester basis, conduct spring workshops and administration of evaluation instruments earlier.

3. Involve, and encourage Task Forces, committees, and ICCE representatives to involve, more LEA representatives and the Regional Career Education Coordinators in CEPD planning and program activities.

4. Ask the ODE to send a specialist to each campus to make a presentation to faculty (preferably including the academic disciplines) relative to career education as a part of the new high school graduation requirements. Perhaps students of teacher education should be included in the audiences.

5. Encourage ICCE representatives to serve (and ask their colleagues to serve) on external evaluation teams at schools where the State Assessment Guide on Career Education is administered.

6. Include one or more teacher educators in the 1976-77 CEPD central staff (perhaps this could be the person suggested in 1 above).

7. Consider formally designating, on each campus, a person (who is not in education and not an administrator) as a project representative to team with the ICCE representative. The purpose would be to involve other disciplines and to add strength to developmental efforts at the program level.

8. Consider broadening conceptualization of community resource utilization to include community agencies, government and service groups.

9. Reassess time lines to be sure materials reach users at most advantageous times, e.g., it would have been helpful if institutions could have had task force reports on hand for their spring retreats and planning sessions.

Recommendations relative to operations:

1. Consider listing and disseminating to consortium representatives the following infusion strategies:
   a. Symposiums
   b. Internships
   c. Teaming a career education specialist with a general education teacher

2. Prepare the task force reports in loose leaf, easily copied form, with at least two copies per campus. Digests would be helpful, i.e., brief outlines and narratives that could be used together or pulled out and used separately.

3. Consider listing and disseminating to the consortium representatives the following strategies for involving the academic disciplines (ADs):
   a. Make career education resource centers available to students across disciplines
   b. Hold reception or dinner for personnel from ADs
   c. Include ADs personnel in visitations to schools, business and industry, and community organizations
   d. Devise means of having students in ADs urge attention of their professors to career education
   e. Urge each consortium representative to capitalize on his strongest, positive ties with AD personnel and capitalize on career interests of AD people, e.g., music, allied health
   f. Invite AD people to hear consultants brought in for career education or staff development
   g. Conduct "all campus" seminars on career education and staff development
   h. Urge consortium representatives to physically go to AD classrooms and conference rooms to make presentations
   i. Include AD people in cadres for statewide staff development workshops
   j. Encourage campus wide committees on career education or with career education representatives
   k. Use dual assignments, e.g., secondary education staff member assigned Educational Psychology as an associate
   l. Hold CIS demonstrations and invite AD people
   m. Involve AD people in proposal development and pre-planning

4. Encourage assessment of literature on worker alientationfor clues for revising undergraduate courses in teacher education to include career education content.

5. Have the Project Director and as many others of the Management Team and ICCE as possible attend the Commissioners Conference on Career Education in Houston November 7-10, 1976; make a presentation on use of community resources/higher education.

6. Include "assignment for a practicum back home" for cadres as an outcome of each CEPD statewide staff development workshop--monitor progress and reports of the practicums through Consortium Representatives and the third-party survey form suggested by the third-party evaluator.

7. Develop (or identify) and disseminate through Consortium Representatives a list of critical questions most often asked about career education to use in discussions with faculties (particularly AD people) and other publics to help keep debate and discussion open and orderly.

Recommendations relative to evaluation:

1. Amend FY 1977 Evaluation Plan to include addition of a brief fall and spring instrument for evaluating each institutional staff development plan -- the instrument would be self-administered and retained for use on-site with the third-party evaluator when he makes his site visit.

2. Amend FY 1977 Evaluation Plan to provide for eight "soundings" instead of four relative to documentation of community resources utilization strategies.

PROBLEMS ENCOUNTERED IN THE CONDUCT OF THE PROJECT AND HOW THEY WERE OVERCOME

Program Development

Much of the activities in the Program Development area of the Project involved Task Forces for completion of the work. Task Forces consisted of personnel from colleges and universities, the State Department of Education, business, industry, labor and local educational agencies. Because of the make-up of the Task Forces, some difficulty was encountered in arranging schedules to facilitate attendance by all members. The problem was overcome by advance scheduling and by sending minutes of the meetings to members including those unable to attend the meetings. Some difficulty occurred securing released time for classroom teachers to attend meetings. In a few instances, it was necessary to select or alternate teacher representatives.

The Task Forces were responsible for reporting the results of their year's work. Because of the short time span of the Project activities, inadequate time was available for the development of the reports and their return to Task Force members for review and revision. The reports were completed and will be reviewed and revised during Phase II of the Project. Because of the variety of reports, a common format appropriate to all was difficult to establish. As nearly as possible the reports were completed using similar formats.

The time line for the Program Development activities also complicated the infusion efforts of the Project. It would have been desirable to have the task force reports completed early so that those materials could be infused into the university courses for testing and revision. Only a limited amount of the report material was available at an early date and was infused in course syllabi and tested. Again the time available was too short for adequate trial and revision of the course syllabi. The infusion activity will continue in Phase II of the Project.

Staff Development

Staff Development activities have been two-fold in nature. These included statewide workshops and institutional activities conducted by institutional personnel. Many of the people had been involved in prior career education activities, and many were new to the concept. It was difficult, because of the varied level of career education conceptual understanding to make the staff development efforts suitable to all who were included in the activities. The difficulties were countered by providing a variety of activities for each workshop. Non-supporters of career education were, as much as possible, identified and included in the statewide workshops. However, supporters overwhelmed the non-supporters and caused them to be less vocal. As a result, their participation was somewhat thwarted and their input to concept development not fully realized.

Since the institutional activities were the responsibility of representatives on the campuses, problems of work overload were present. Project staff availed themselves to the institutions and assisted as much as was possible.

Teacher Certification and Program Accreditation

A portion of the Teacher Certification and Program Accreditation work area included a survey to determine the need for a certification endorsement in career education. The survey was distributed to a number of educators in Oregon. Had more time been available, the survey would have been more widely distributed. Over half of the respondents were administrators, with the greatest percentage being superintendents. It would have been desirable to include more classroom teachers and career education supervisors in the study.

Very little has been done in the past regarding teacher certification and teacher education program accreditation. As such, no data base or guide for the conduct of the activities was readily available. A lack of a guide allowed those participating in this work area to be politically influenced, and personal bias intervened to a small degree, masking the issues of certification and accreditation. With the assistance of the Teacher Standards and Practices Commission, comprehensive activities were completed which have been reported previously in this report and are contained in "Career Education Personnel Certification and Program Accreditation".

Project Reports

The reports completed by the task forces and the institutions involved in the infusion efforts, resulted in a large volume of printed materials with a resulting problem in printing and distribution of the reports. Not all the reports were useable by all Project participants. For example, it would be difficult for an elementary teacher-educator to make efficient use of the vocational education report. In light of that, it had to be determined who would receive which of the reports. It was also necessary to determine to what extent the reports should be revised and tested before distribution, or if they would remain in draft form. Review by the ICCE committee provided direction for report revision and distribution.

The specificity of the reports and materials mandated the need to utilize technical assistance to optimize their use. In response to that need, technical assistance will be provided to institutions during Phase II of the Project to facilitate the infusion process.

Long-Range Plan Development

The idea of long-range planning, at least three years, seemed to be an unfamiliar concept for a large number of teacher-educators, and since they were not familar with the concept, that became a barrier to completing the institution's long-range plans. There was also a lack of an appropriate "mix" of people working on long-range plans in some instances, and plans were developed by one or two administrative personnel without extensive dialogue with other faculty members. However, 14 of the 15 institutions, represented in the Consortium, did submit long-range plans with commitment for continued support by Deans or Directors of Schools and Departments of Education.

Time Line

Finally, an overriding problem relating to the above areas and all aspects of the Project's operation was the short time line for initiation and execution of such a complex and comprehensive change process effort. Ideally, the work represented by this Project should be linear in nature, i.e., staff development followed by program development coinciding with revision of rules and standards for certification and program accreditation. Further, within the Program Development area, it would have been desirable for the Task Forces to complete their work prior to course infusion efforts and for there to have been time for additional testing and revision of all course revision efforts.

Prior planning by the ICCE helped to alleviate the problems in timing and sequence. The work of this group, since 1974, also provided a climate of receptivity and cooperation which materially assisted the resolve of scheduling and scope of work conflicts.

DISSEMINATION ACTIVITIES

Early dissemination of Project information to people other than Consortium members or those directly involved with the Project consisted primarily of a Project Profile. This profile presented a brief description of the organization of the Consortium and the entire project. Also included were project activities and an explanation of the evaluation, communication, and demographic information.

A subsequent publication was developed and received widespread circulation not only in Oregon, but nationwide to all who requested information. This publication provided detailed information about the project and focused upon a state model for change in teacher education. Dissemination of this publication has been to Oregon deans and directors of schools or departments of education and to a select national representation of deans. The Oregon Department of Education Career Education Director circulated the publication to other state career education and vocational education directors at the National Career Education Directors meeting in January. A news article published in McGraw-Hill's "Career Education News" about the Project activities brought many requests which resulted in additional national distribution of the publication.

Numerous presentations concerning the scope and direction of the Project have been made to educational and civic groups. One representative from the Project attended the AVA National Conference in December, at which time project materials were distributed to other representatives of projects and institutions of higher education. Considerable personal contact and conversation also boosted the awareness of Project activities.

A newsletter, "OPEN LINE", was initiated in November and was published monthly for the duration of the project. This newsletter was sent to all Oregon project participants as well as to other federally funded projects in the nation. The newsletter was also mailed to others who requested it. Total monthly distribution was about 300.

SPECIAL ACTIVITIES

Because of the nature of the Project, the immediate impact of the activities was the development of college and university faculty, which will ultimately affect all students, and did not include an exerted effort to reduce sex and race stereotyping in career choice. In the same view, career education for the handicapped was limited. The primary concern in this area was with the development of program materials and infusing career education into Special Education personnel training. Materials and methods were developed

by the Task Force assigned to the Special Education area. Infusion began at Portland State University and will be continued at the other institutions which prepare personnel in this area during Phase II of the Project. Persons of both sexes participated on this Task Force, and all other Task Forces, and shared in the conduct of staff development activities.

A concerted effort to involve business/industry/labor was undertaken by the Community Resources Task Force, Portland State University and the Institute for Public Affairs Research, Inc. (IPAR). A conference involving business/industry/labor/professional and university personnel was held in April. The purpose of this Conference was to discuss the use of a variety of community resources which hold a potential for enhancing college and university programs, and to do the same with college and university resources which might be useful for such community programs as employee, product and marketing development. The conference provided for the participants to include representatives (mostly top-management) of the business, labor, professional and cultural sectors of the community. Concurrently, included were administrative and teaching faculty from Willamette University, George Fox College, Linfield College, Oregon State University, the University of Oregon, Warner Pacific College, Reed College, Oregon College of Education, the University of Portland, and Portland State University.

While the conferences were together in one large group, orientation, stimulation and crystallization of concepts in community/university resources utilization were provided. However, conferees devoted most of their time to discussion in six small groups of fifteen to eighteen persons. Each small group was divided between representatives of the business, labor, professional and cultural community and administrative-teaching faculty from the participating colleges and universities.

One of the conference recommendations was a charge to IPAR to extend its resources inventory for increased services to colleges and universities. In response, IPAR began with a workshop for Liberal Arts-in-Business to determine the specific needs and wants of the colleges and universities for increased career awareness activities. The Liberal Arts-in-Business Workshop was designed to explore the attitudes and skills of the liberal arts student and their ability in the world of work. With support from the Consortium, IPAR invited 40 representatives from education and business to attend this workshop.

William Moshovsky, President of the IPAR Board of Directors, and Darrell Ward, Project Director for the Career Education Personnel Development Project served as keynoters. Mr. Moshovsky told of IPAR's growth and involvement with career education activities and their interest in expanding to serve the institutions of higher education. He emphasized the concern of the Portland business community about education and its desire to serve the community in that respect. Dr. Ward introduced career education and the community-as-classroom concept. Following this introduction, workshop participants formed two discussion groups to clarify the relationship between business and the Liberal Arts, focusing on their attitudes toward one another, and to identify skills which are developed in a liberal arts education and skills which are marketable in the workplace. Continued and increased involvement by IPAR and the Interinstitutional Consortium is planned for Phase II of the CEPD Project.

Appendices

APPENDIX A

DEFINITIONS OF KEY CAREER EDUCATION TERMS FOR TEACHER CERTIFICATION PURPOSES*

The following key terms, some of which already appear in Oregon Rules for Certification of Teachers, Specialists and Administrators, have been defined for the purpose of articulating to those responsible, parameters for preparing educational personnel.

1. CAREER AWARENESS -- An educational process through which the student is provided the opportunity to recognize the relationship among the six life roles of learner, individual, producer, citizen, consumer, and family member, develop an awareness of the many occupational careers available, develop wholesome attitudes toward work and respect for workers in all fields, and develop an awareness of self in relation to occupational careers.

2. CAREER CLUSTER -- A group or "family" of related occupations, such as food service occupations, health occupations, social service occupations, etc., which have common or similar skills and knowledge requirements.

3. CAREER DECISION-MAKING -- The skill of making choices which evolves throughout one's career development as a result of the interrelation of self-information with career information.

4. CAREER DEVELOPMENT -- The acquisition of knowledge, skills and attitudes in relation to the producer role resulting from lifelong career related experiences, decisions and interactions.

5. CAREER EDUCATION -- As an integral part of the total education program, career education embraces the concept that each individual must learn to function effectively in six life roles: learner, individual, producer, citizen, consumer, and family member. Using the producer role as a major focal point, career education provides, within the curriculum, learning experiences to develop the attitudes, knowledge, and skills that enable persons to perform successfully in the producer role and assist them in related life roles.

6. CAREER EXPLORATION -- An educational process that helps learners arrive at tentative career choices and develop tentative occupational plans through exploring key occupational areas, assessing their own career and personal interests and abilities, becoming familiar with occupational clusters, and gaining experience in making meaningful career decisions.

7. CAREER GUIDANCE -- An integral part of the total career education process which aids learners in integrating self information with career information, in career decision-making, and in career planning appropriate to the individual's stage of career development.

8. CAREER PREPARATION -- An educational process designed to develop the knowledge, attitudes and skills required for effective job entry and/or advance occupational or education training.

*An excerpt from Career Education Personnel Certification and Program Accreditation Report, pages 9-10.

9. OCCUPATIONAL AWARENESS -- (see Career Awareness)

10. OCCUPATIONAL EXPLORATION -- (see Career Exploration)

11. VOCATIONAL EDUCATION -- Vocational education is defined as a component of career education which offers specific skill training in a wide variety of subtechnical and subprofessional skills to prepare individuals for gainful employment.

CAREER EDUCATION COMPETENCIES FOR TEACHERS*

The following have been identified as the 8 most basic competencies needed by classroom teachers relating to development and delivery of career education teaching/learning activities.

1. Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.

2. Enable learners to discover the interactions and relationships among life roles, personal life styles and occupational choices.

3. Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

4. Provide the learners with occupational information.

5. Identify and use school and community resources which will assist the learners in their career development.

6. Enable learners to identify and understand the differences in working relationships associated with various occupations.

7. Enable learners to acquire and apply decision-making skills.

8. Work with the learners in involving parents in the learners' career development.

*An excerpt from Career Education Personnel Certification and Program Accreditation report, page 10.

GUIDELINES FOR PREPARATORY PROGRAM ACCREDITATION *

Responses to the following questions are intended to provide indicators of the qua. ity of career education aspects of a teacher preparation program. The questions referred to institutions, agencies & individuals responsible for accreditation of programs as supplementary guidelines to be used in development of institutional self-study reports and by outside program review/accreditation teams.

I. CURRICULA FOR TEACHER EDUCATION

A. What evidence exists to show that career education guidelines are available and that they have been used in planning and evaluating the teacher education curricula?

B. What evidence indicates that consideration is given to the recommendations of groups such as those listed below?

- Local consortia groups or advisory committees
- The Career Education Section of the Oregon Department of Education
- The Career Education Personnel Development Project
- The Interinstitutional Consortium for Career Education
- The Governor's Advisory Council for Career Education
- The Northwest Regional Educational Laboratory
- The Four-State Project for Career Guidance for Classroom Teachers
- The Office of Career Education, U.S. Office of Education

C. Have provisions been made in each endorsment program for attention to relevant career education concepts and competencies?

D. Has specific provision been made for the inclusion of career education concepts in certain courses or identifiable aspects of the program for humanistic and behavioral studies?

E. What evidence can be collected to demonstrate that attention has been given to the inclusion of the concepts characteristic of the Oregon approach to Career Education?

F. Where in the program are conceptual understandings developed for such terms as these:

- Career awareness
- Career clusters
- Career development
- Career education
- Career exploration
- Career guidance
- Career preparation
- Life roles
- Vocational education

*An excerpt from Career Education Personnel Certification and Program Accreditation report, pages 18-20.

G. Has a list of career education competencies been adopted for the teacher education program? Where have they been implemented, monitored and assessed?

H. What opportunities exist for prospective teachers to have experiences with children and youth in a learning environment in which concepts and activities of a career education nature are being explored?

I. Does a portion of the total student teaching or internship experience provide the prospective teacher with an opportunity to deal with career education concepts integrated with other assigned instructional responsibilities?

J. Does the college make an attempt to locate supervising teachers who have an understanding of the place of career education in their field and who encourage prospective teachers to include career education content and experiences in plans and instruction?

II. FACULTY FOR TEACHER EDUCATION

A. What opportunities have faculty members had which would familiarize them with ongoing career education programs?

B. What recent conferences, institutes, or workshops on career education have faculty members attended?

C. In what work experience (in addition to teaching) have faculty members engaged?

III. RESOURCES AND FACILITIES FOR THE TEACHER EDUCATION PROGRAM

A. Is an adequate supply of career education material available for use to illustrate the range and type of materials and media services now available in the public schools?

B. Does the media collection include materials such as the following?

Career Education books, periodicals, pamphlets, files, films, filmstrips, tapes and cassettes
The Oregon Department of Education publications including the Career Education Resource Catalog and all "updates"
Access to the Career Information System (CIS)
The Dictionary of Occupational Titles
Occupational Outlook Handbook
Public school career education curriculum materials

C. Where are career information materials available? Are they easily accessible?

D. Does the resource collection include a list of available community resources related to career education such as appropriate field trips and resource speakers?

E. What evidence shows that faculty members are aware of the materials and media and that the materials are being utilized by students?

IV. EVALUATION, PROGRAM REVIEW AND PLANNING

A. Is formation on the competencies of graduates collected, evaluated and used with consideration for appropriate career education objectives?

B. Do short-range and long-range plans include attention to career education concepts?

That is, what procedure exists for developing career education goals, for identifying career education objectives, and establishing the means by which prospective teachers will attain the selected competencies?

APPENDIX C

Project Reports

Numerous documents reporting the activities of the Project have been produced during 1975-76. Appendix C represents abstracts of each of the published documents. The audience to which these reports are primarily addressed are teacher education institutions and state agencies concerned with personnel development. Single copies of the reports, subject to the extent of the supply, will be made available upon request.

STAFF DEVELOPMENT REPORTS

TITLE: *University Staff Development in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *94 pages, available October, 1976, permission to reproduce granted*

DESCRIPTION: During Phase I of the Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators", more than 350 teacher educators participated in workshops intended to develop and update participants awareness of career education concepts and practices. Three statewide workshops were conducted which brought teacher educators in contact with notable individuals in the field of career education. The three events also featured career education practitioners from elementary, junior high and senior high schools throughout Oregon.

This summary outlines staff development activities conducted by the Project staff and by Consortium institutions during 1975-76 Project year. Statewide activities were supported by federal and state grants. Individual campus staff development activities were supported by "institutional awards" which were part of the federal grant.

Statewide staff development activities conducted by the Project staff allowed for dialog between teacher educators from the Consortium institutions and workshop presenters. Presenters included Edwin Herr, The Pennsylvania State University; Robert Taylor, The Ohio State University; and Keith Goldhammer, Michigan State University. The presentations given by these individuals are featured in the summary. Work sessions included small group meetings of college and university personnel with teams of practitioners from K-12 exemplary career education programs.

To assess increased in the level of awareness of career education knowledge and practices among teacher educators, a pre- and post-test perception check was conducted by the Project's third-party evaluator. Evaluation responses to statewide staff development programs provided continuous feedback to the Project staff. Evaluation instruments used during the Project are included in the summary. Responses to the perception check are provided in summarized form.

Institutional career education staff development plans guided campus activities during 1975-76. Activities varied according to the nature and needs of teacher training programs on each campus. During the year, initial long-range plans for career education personnel development were developed by 14 institutions. The summary presents the guidelines provided to each campus for the development of the long-range plans as well as a summary of major features of the plans. A listing of some of the institutional staff development activities planned for 1976-77 indicates that a wide variety of events will be undertaken during Phase II of the Project.

STAFF DEVELOPMENT REPORTS

TITLE: *Career Education: Implications for Teachers, Counselors and Administrators Preparation*

PUBLICATION DATE: *March, 1976*

DESCRIPTIVE NOTES: *42 pages, available April, 1976, permission to reproduce granted*

DESCRIPTION:
College and university staff development is a major element of the Career Education Personnel Development Project. Three statewide staff development workshops were conducted for faculties of the Consortium institutions. The summary of the second workshop which was held in December, 1975 reviews the workshop objectives and describes the activities through which they were attained. An address entitled "A Conceptual Base for Career Education" was given by Dr. Edwin Herr, The Pennsylvania State University. Dr. Robert Taylor, The Center for Vocational Education, The Ohio State University, spoke to the group on "Implications of Career Education for Colleges of Education". Both presentations are included in the summary. Stimulator presentations at the workshop allowed participants to interact with K-12 practitioners of career education in small group work sessions.

STAFF DEVELOPMENT REPORTS

TITLE: *Workshop Summary: Planning Career Education in Higher Education*

PUBLICATION DATE: *July, 1976*

DESCRIPTIVE NOTES: *36 pages, available September, 1976*
permission to reproduce granted

DESCRIPTION:
The program of the third statewide staff development workshop of the Career Education Personnel Development Project was designed to assist college and university faculties in their efforts to develop long-range plans for career education. A presentation entitled" Planning for Career Education in Higher Education" was given by Dr. Keith Goldhammer, Dean of the College of Education, Michigan State University. Dr. Goldhammer outlined the approach used at Michigan State University to infuse career education into the teacher training programs. This presentation is included in the summary. The process and activitées of the workshop are also part of the write-up.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Elementary Teacher Training Task Force and Elementary Teacher Education Course Infusion*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *65 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Elementary Teacher Training Task Force was responsible for identifying, collecting and organizing a body of career education information which would be appropriate for inclusion in elementary teacher training programs. The report of this task force presents the following outcomes: desired student outcomes (K-6); K-6 teaching-learning activities; teacher competencies (K-6); and career information for use in teacher training programs.

Recommendations suggested by the task force for teacher educators include: (1) acquire knowledge of what is happening statewide in the area of career education, (2) visit public schools and observe presentations to students K-6 followed by a discussion with the classroom teachers of how particular lessons reflect overall objectives for career awareness and (3) use of community resource people in the college and university classes.

Readers will find included in this report a bibliography of resource materials appropriate for career awareness programs at the elementary level. Classroom activities which could be infused at different grade levels of an career awareness program are provided for the areas of fine arts, language arts, mathematics, music, physical education and social studies.

The report of Elementary Teacher Education Course Infusion provides two syllabi used in elementary teacher preparation courses. The activities have been designed to facilitate the development of teacher competencies for career education.

Syllabi prepared for ED 356 Teaching Strategies and Materials: Reading I and Ed 357 Teaching Strategies and Materials: Language Arts at Portland State University accompany course descriptions, course objectives and student objectives. The specific student objectives reflect the need for students in Ed 356 and Ed 357 to have an awareness of the usefulness of reading skills in all life roles.

Teaching/learning activities included in the report illustrate career education content and an infusion process for use in reading programs. Examples of lesson plans developed by students in the course are included in the report. These include objectives, materials, procedures and suggestions for evaluating the lesson plan.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Secondary Teacher Training Task Force and Secondary Teacher Education Course Infusion*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976 permission to reproduce granted*

DESCRIPTION: The Secondary Teacher Training Task Force identified desired student outcomes and teacher competencies for grades 7-12. The Task Force further described how the student outcomes would apply in practice. Instructional approaches for meeting student objectives are discussed.

A comprehensive bibliography accompanying the report notes many sources of career education information which the Task Force felt useful for implementing the identified student outcomes. The areas covered by the bibliography are: Mathematics, Language Arts, Social Studies, Health and Physical Education, Fine Arts, Foreign Language and Science.

The recommendations of the Secondary Task Force included: (1) college and university disciplines should be surveyed in the manner of the prototype survey of the Social Sciences, (2) a matrix should be prepared showing the relationship of various disciplines to secondary school subjects, (3) there should be more exploration of the relationship of entry-level preparation to higher education, (4) the body of knowledge should include study of the relationship between technological change and entry-level skills, (5) school district guides should be available in teacher education resource centers, (6) there should be further study of differentiation between undergraduate and graduate study of career education, and (7) the Secondary Task Force Report should be used to acquaint business and industry leaders with the developing views of people involved in teacher education at the secondary level.

Part two of this publication describes the course infusion activities for secondary teacher training at Oregon College of Education and Portland State University. Oregon College of Education identified career education goals and related classroom activities for two courses Ed 363, Secondary Block and Ed 522 and Ed 571, Junior High and Secondary School Curriculum. The identified goals are directly related to course goals.

Portland State University pilot tested syllabi for secondary education teacher preparation in Ed 408, Special Secondary Methods: Physical Education; Ed 408, Special Secondary Methods: Science; Ed 469, Developmental Reading and Composition; Ed 548 BD, Advanced Secondary Methods: Science Advanced Methods; Ed 548 BC Advanced Methods: Social Science. Each final revised syllabus includes general and specific course objectives, course content, student activities, evaluation procedures, and bibliographic citations. Summaries provided by each course instructor indicated their perceptions of student awareness levels at the completion of the pilot trials. Recommendations for further refinement of each syllaus are also provided by the teacher trainers.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Special Education Personnel Training Task Force and Special Education Teacher Course Infusion*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Special Education Task Force was responsible for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of special education personrel. The findings reported reflect a consideration of career development theory as the basis for identifying bodies of career education knowledge for infusion into programs serving students with special needs.

Twenty-two student outcomes related to career education which are important for handicapped students to acquire are listed in the report. Each outcome is classified under one of the following three basic areas: (1) Daily Living Skills, (2) Occupational Guidance and Preparation, and (3) Personal-Social Skills. Teacher Competencies in seven skill areas related to the teaching of special education students are provided.

The Task Force made the following recommendations for preparing teachers with career education competencies: (1) selected characteristics of teacher training in special education be considered for teachers in regular training programs, (2) regular classroom teachers and the training programs for those teacher might begin to differentiate more precisely the exceptations for adults and for children, (3) teacher trainers should be provided an opportunity to work with children who have difficulties in learning during the preservice period, and (4) that the emphasis on career education be viewed as an appropriate totally separate educational area.

Part two of the report, Course Infusion, offers two preservice course syllabi for the area of special education. These involve courses tested at Portland State University and previously developed at the University of Oregon, respectively. The PSU course, first taught in 1973, is entitled, Adolescent Curriculum/Career Education for the Handicapped. This course included content in the areas of Daily Living Skills, Occupational Guidance and Preparation, and Personal-Social Skills. Preservice students selected one of five options for course work.

The syllabi used in the University of Oregon course entitled Curriculum for the Mentally Retarded (SPF 489). Included the identified course texts, goals, thirteen preservice student objectives and evalution methodology. The syllabi presents a tentative course outline which included identified discussion topics relating career education topics to the special education preservice curriculum.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Vocational Teacher Training Task Force and Vocational Teacher Education Course Infusion*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *25 pages, available November, 1976*
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DESCRIPTION: The report of the Vocational Teacher Training Task Force provides information on activities and findings of the Task Force which has responsibility for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of vocational education personnel.

Included in the report are eleven suggested instructional packages. The Task Force felt that each package could be inserted into an on-going vocational teacher education course without major revision of the course. Each package includes a student activity intended to help the student relate career education concepts to an on-going vocational education course or program. The package specifies the content required in the finished lesson, specific elements which the student will address in the development of the product and vocational teacher education competencies to be demonstrated by completion of each of the eleven products.

The Course Infusion section of the report presents three teaching-learning activities representing three of the ten determined course goals. The three teaching/learning activities were pilot tested in IED 420, Industrial Education Organization and Management. This is a three credit hour course taught at Oregon State University.

The three learning experiences focus on the organization of: (1) cooperative work experience programs, (2) individual instruction plans, and (3) career information for a vocational or cluster area.

The procedure for student evaluation and the format for a student performance record are a part of this section of the report. In addition to the description of each student activity, specific elements to be addressed and student competencies, a listing of useful resources accompanies each activity.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Counselor Training Task Force and Counselor Preparation Course Infusion*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *70 pages, available November, 1976 permission to reproduce granted*

DESCRIPTION: This Task Force was responsible for identifying,collecting and organizing a body of career education information worth consideration for the training of school counselors. The Task Force recommended teaching/ learning activities which were based on eight basic career guidance competencies for teachers which were identified in a separate USOE funded project. Competencies needed by administrators, teachers and counselors which impact on all eight student competency areas are listed in the project.

Teaching/learning activities which relate to the guidance competencies were described in the report. Various activities relate to the primary, middle or upper, and junior high or high school level. The activities were selected from activities of other projects, school districts and Oregon's Career Information System. Teaching/learning activity packages include in addition to the activity topic, a statement of the purpose, objective, materials or facilities needed and the methodology prescribed for conducting the activity. Bibliographic citations are listed in the report.

The second part of the report, Course Infusion, presents syllabi for counselor preparation courses pilot tested at Portland State University and previously developed at Lewis and Clark College, respectively. The syllabus used in Ed 516: Career Education at Lewis and Clark College includes a description of the course purpose and procedures. An outline of topics used for ten class sessions accompanies the Lewis and Clark College syllabus.

The revised syllabus for Ed 486: Occupational and Educational Information, a three credit hour course at Portland State University, includes a listing of course objectives and an outline of recommended course content. This syllabus also presents suggested teaching/learning activities for the students enrolled in this course.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the School Administrator Training Task Force*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *20 pages, available November, 1976*
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DESCRIPTION: The report of the School Administrators Training Task Force focuses primarily on a body of knowledge which the Task Force deemed essential for administrators of career education. It was reported that the task force felt this knowledge would be similar to that needed by educators at all levels but in less depth. Attitudes related to the working world and career development concepts are outlined in the text.

Recommendations made by the Task Force include that: (1) the Oregon Council of Career and Vocational Administrators should sponsor a workshop or seminar for key individuals in administration and in university training programs, (2) a subsequent task force should develop a list of career education competencies for school administrators, (3) the Interinstitutional Consortium for Career Education request of the Oregon Teacher Standards and Practices Commission that career education competency be a requirement for administrative certification, and (4) university training programs should continue and increase their use of career education specialists as visiting lecturers and resource persons.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Career Clusters Task Force and a Model for Delivery of Career Cluster Information*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *115 pages, available November, 1976*
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DESCRIPTION: The Career Cluster Task Force Report presents (1) desirable outcomes for K-12 students and teacher education students, (2) teaching/learning activities for use at the college and university level, (3) competencies, skills and knowledge which teacher educators should have to deliver teaching/learning activities, and (4) content and materials which should be considered for inclusion in education personnel preparation programs in the colleges and universities.

In the report section entitled, "Introduction to the Career Cluster Concept", the Task Force differentiates between the Oregon, U.S. Office of Education and Career Information System approaches to grouping of occupational titles and identifies the classification schematic on which each approach is based. Also delineated in this section of the report are methods of gathering and disseminating career and occupational person power information.

Content and materials for inclusion in teacher training courses constitutes the major contribution of this report. Fourteen selected clusters were presented and information was given describing person power needs for each cluster.

The second section of the report presents a suggested model for the delivery of career information in preservice teacher training programs. The model prescribes the use of counselors, placement offices and career information centers as means for providing information to teaching faculty who could incorporate the information into teaching/learning activities.

PROGRAM DEVELOPMENT REPORTS

TITLE: *Report of the Community Resources Task Force*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *55 pages, available November, 1976*
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DESCRIPTION: It was the responsibility of the Community Resources Task Force to develop strategies and procedures which could be used to identify and utilize community resources at the college or university level. The report lists ten task force formulated objectives and indicates accomplishments related to each one.

One of the decisions reached by the task force was that community resources should be initially identified and utilized in higher education in the areas of Arts and Letters, Business Administration, Engineering and Education. Five types of community resources were identified: (1) speakers to be brought on campus to aid instruction, (2) community sites and personnel to serve as the locus for visitations, (3) community sites and personnel to serve as the locus for college and university students to have exploratory hands-on work experiences, (4) community sites and personnel to serve as the locus for college and university students to have preparation experiences, and (5) community sites which may be utilized for college and university faculty work experiences.

The Task Force worked with the Institute for Public Affairs Research (IPAR) to bring about the expansion of the IPAR inventory of community resources used in K-12 public school programs so that colleges in the Portland-Metropolitan area could benefit from those services.

The report features the program of the Career Education Community Resources Conference held March 11, 1976 at Portland State University. This conference was sponsored by the Community Resources Task Force for the purpose of discussing the use of community resources holding potential for enhancing college and university programs and the use of college and university programs for employe, product and marketing development.

The Task Force made eleven recommendations for action. The following suggestions were included in those recommendations: (1) the Community Resources Task Force should provide leadership for the development of orientation sessions designed to develop and improve the utilization of college and university personnel by the community, (2) colleges and universities should study, develop and expand the use of advisory groups composed of suitable representation from the communities, and (3) increased and continuous effort should be made to assure more participation of women and minorities.

TEACHER CERTIFICATION AND PROGRAM ACCREDITATION REPORT

TITLE: *Career Education Personnel Certification and Program Accreditation*

PUBLICATION DATE: *July, 1976*

DESCRIPTIVE NOTES: *91 pages, available September, 1976*
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DESCRIPTION: The Teacher Standards and Practices Commision* was requested by the Interinstitutional Consortium for Career Education to participate in the preparation of guidelines, explanatory materials and recommendations for revising certification rules and program accreditation standards so that the requirements would more adequately reflect educational personnel preparation needs in career education. The activities and outcomes of three study committees are covered in the report. In the document, the organization, processes and recommendations of each committee are described. The committee to clarify and develop definitions and competency statements for career education concepts in Oregon Rules for Certification of Teachers, Specialists and Administrators reports the definitions of eleven key career education terms and eight basic career education competencies necessary for all education personnel. The committee to develop guidelines on teacher preparation to supplement the "Standards for Approval of Oregon College and University Teacher Education Programs" reports the guidelines developed. The third TSPC committee investigated the need for career education certification endorsement for a basic or standard Oregon teaching certificate. The third section of the document describes the implementation used by the committee and the analysis of assessment results.

The following are among the recommendations made by the study committee: (1) that the definitions of key terms be adopted by the Consortium and be recommended to the Teacher Standards and Practices Commission, (2) the eight basic career education competencies be included in teacher preparation programs and be additionally studied and validated, and (3) that the Guidelines be distributed to career education personnel at all levels in Oregon. The committee on the need for career education certification endorsement recommended that the following: (1) that a specific endorsement in career education for teachers not be developed at this time, (2) that career education be a part of teacher preparation at the basic certification level, (3) that further study be given to career education competencies for teachers, and (4) that career education be integrated with subject area preparation and professional education.

*The Teacher Standards and Practices Commission is the legally constituted body (Oregon Revised Statutes 342.120-342.200 and 342.505-342.663) charged by the Oregon Legislature to develop and administer certification rules and training program standards for Oregon School Personnel.

EVALUATION REPORT

TITLE: *Final Evaluation Report*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *91 pages, available October, 1976*
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DESCRIPTION: The project evaluation plan from which this report has been developed was based upon a discrepancy model, input-process-output, and employed the evaluation by objectives concept. The evaluation plan was developed by the third-party evaluator, cooperatively with the Project staff and management team and tied directly to the objectives stated in the Project proposal. The evaluation was organized into the work divisions of overall project management, staff development, program implementation, and teacher certification and program accreditation.

Each of the four divisions of work were examined by three types of evaluation activities, self evaluation, user evaluation and third-party evaluation. Populations in each area of the evaluation included central office staff, college and university faculties, state agencies administrative personnel, and college and university students.

Selected findings of the evaluator include: (1) positive changes in perceptions toward career education were minimal among college and university students but dramatic among college and university staff, (2) the Project need is well documented and activities in line with identified needs, (3) the Project has assisted higher education and related agencies to interact by providing a focus and task orientation, (4) the Project functions constitutes a system of facilitiating career education personnel development, (5) project "slippage points" have been identified and adjusted for to the extent possible, and (6) information flow is primarily from Project central office staff to individual campuses with little flow between campuses.

The report presents the evaluator's findings and his recommendations for action by the various groups concerned with the Project efforts. The report also includes his documentation of the evaluation processes and copies of instruments developed for purposes of conference and Project evaluation, and assessment of attitudes and knowledge of career education.

APPENDIX D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY involved in the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as those serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE, ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						SPECIAL EDUCATION NEEDS			TOTAL NUMBER AND SEX	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK, NEGRO	CAUCASIAN, WHITE	HISPANIC	TOTAL (sum of columns 1 through 5)	HANDICAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	1	(2)	(3)	4	(5)	6	7	8	9	(10)	11
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE		7	4	180	9	200				130	70
ADULTS (nonmatriculated)											
SUB-TOTAL		7	4	180	9	200				130	70
EDUCATIONAL PERSONNEL											
TEACHERS		2		22	3	27				18	9
COUNSELORS			1	15	1	17				13	4
ADMINISTRATORS		1		34	1	36				31	4
MEMBERS OF THE BUSINESS/LABOR INDUSTRY COMMUNITY		1	2	26	1	30					
PARENTS											
OTHER (specify) *		10	12	440	16	478					
TOTAL		21	19	717	31	788					

OE FORM 467, 2/76

* Primarily instructional and administrative personnel from college and university staffs but also includes Oregon Department of Education, Teacher Standards and Practices Commission and other state level agency personnel.

APPENDIX E

FINAL REPORT ABSTRACT

1. Project Number : #554AH50106

2. Grant Number: G007502395

3. Report: Final

4. Project Title: "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators"

5. Period of Report: July 1, 1975 to June 30, 1976

6. Category: Training

7. Project Director: Dr. Darrell L. Ward

8. Grantee: Interinstitutional Consortium for Career Education
Marion Intermediate Education District
3180 Center Street NE
Salem, Oregon 97301
Phone: (503) 588-5330

9. Major Activities:
The activities of this Project were conducted in three distinct but integrated work areas. Those areas were University Staff Development, University Program Development, and Teacher Certification and Program Accreditation. Each area contributed in its own unique way to achievement of the goal of statewide infusion of career education into preparatory programs for teachers, counselors and administrators.

The objective of each work area was:

A. University Staff Development--To provide staff members of colleges and universities professional development opportunities which would enable them to infuse career education into their teacher, counselor and administrator preparation activities. Activities to achieve this objective included statewide workshops, and on-campus staff development for college and university faculties and development of institutional long-range plans for career education personnel development.

B. University Program Development--To infuse existing programs of teachers, counselors and administrators preparation with knowledge, attitudes and skills needed to develop, implement, conduct and administer career education. Task Forces were used in eight program implementation areas to develop teaching/learning materials and procedures for dissemination of the materials. A process to infuse career education into educational preparation programs was developed and courses revised and tested.

C. Teacher Certification and Program Accreditation--To develop guidelines and explanatory materials and made recommendations for revisions of Certification Rules and Program Standards for the Oregon Teacher Standards and Practices Commission. Career education definitions and competency statements were developed to supplement existing materials in Oregon Rules for Certification of Teachers, Specialists and Administrators as were guidelines to supplement the Standards currently being used by accreditation teams in reviewing career education components of preparatory programs. The need for a career education certification endorsement for teachers was investigated and determined not to be desirable at this time.

10. Project Participation (Unduplicated headcount)

Participants	Asian/ Pac. Is.	Black/ Negro	Cauc/ White	Hispanic	Male	Female	Total
4-year college students	7	4	180	9	130	70	200
Teachers (K-12)	2	4	22	3	18	9	27
Counselors (K-12)		1	15	1	13	4	17
Administrators (K-12)	1		34	1	31	5	36
Bus/Ind/Labor/Profession	1	2	26	1	////	////	////
Department of Education	1		21	1	////	////	////
Higher Education	9	12	419	15	////	////	////
Total	21	19	717	31	////	////	////

11. Evaluation

Because the activities of this Project were carried on within four divisions of work, procedures and findings for process and product evaluation in all four divisions was included. The Project Evaluation Design was based on a discrepancy model, input-process-output, and employed the "evaluation-by-objective" concept. The Evaluation Plan was tied directly to the objectives of the Project.

The Project was evaluated in the work areas of:

- o Overall Project Management
- o Staff Development
- o Program Development; and
- o Teacher Certification and Program Accreditation

Each of the divisions of work were examined by the means of three evaluation activities; self evaluation, user evaluation and third-party evaluation.

The final evaluation report by the third-party evaluator included a summary of all of the findings of his investigation. The report also provides recommendations for consideration in the conduct of Phase II of the Infusion Project.

12. Problems

The problems encountered in the conduct of the Project centered primarily on the scope of work and the large number of personnel utilized to complete the tasks. The time spent on Project activities by college and university personnel, representatives of local educational agencies, department of education persons, and others was, for the most part, volunteer. The individuals made their services available whenever necessary, but other activities in conflict with Project activities sometimes prevented their completion of project tasks in a timely manner. The large number of reports completed made it impossible to review and revise reports to the extent desired during the first year of the Project.

13. Special Activities

The nature of the Project did not require or allow for extensive student involvement so did not include an exerted effort to reduce sex and race stereotyping in career choice. Involvement in career education for the handicapped was also limited.

A major effort to involve business/industry/labor representatives was undertaken. A conference was held to discuss the utilization of community resources to enhance college and university programs. A follow-up to the conference was a meeting sponsored by business/industry/labor especially for Liberal Arts professors. The concern of that meeting was to explore ways in which the business, labor, industrial and professional community and the liberal arts colleges could work together collaboratively.

APPENDIX F

PARTICIPANT'S EVALUATION FORM

Career Education Personnel Development Project
Statewide Staff Development Workshop

The Inn at Otter Crest
April 28-29, 1976

Your evaluation helps us design educational programs which are effective and relevant to your needs. Please be candid and as specific as you can in answering the following questions. Thank you!

INSTRUCTIONS: The objectives for this workshop are listed below. For each objective indicate relevance and attainment by placing and X in the appropriate box to the right.

RELEVANCE
A. Was directly relevant
B. Was moderately relevant to my needs.
C. Was NOT relevant to my needs.

ATTAINMENT
A. Was adequately attained.
B. Was partially attained.
C. Was NOT attained.

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
A. General Session						
1. Workshop participants will gain information regarding the process for and implications of planning for career education in the college and university setting.						
2. Workshop participants will be better able to infuse career education materials and concepts into programs/courses to prepare educational personnel.						
B. Specific Session Objectives						
1. General Session; Wednesday AM						
a. To provide information regarding the process of and procedures for long-range planning at the college and university.						
b. To identify political and organizational considerations for institutional long-range planning.						
c. To examine specific needs and issues in planning for career education infusion into teacher, counselor and administrator preparation.						
d. To provide examples of plans and activities which might be appropriate for infusing career education into personnel preparation.						

	A	B	C	A	B	C
2. Interest Sessions; Wednesday PM						
a. To convey information regarding curriculum content, (i.e., student outcomes, teaching/ learning activities, teacher competencies) identified by the task forces for each program area.						
b. To share and describe resource materials useful for infusing career education concepts into professional education courses.						
c. To review and discuss a career education infusion process including analysis of course and program content, revision of course syllabi, trial of revised courses, and development of study guides and other instructional aids.						
3. General Session, Wednesday evening						
a. To present and discuss study committee findings defining career education terminology and identifying teacher competencies needed for career education.						
b. To present and discuss study committee findings for a career education certification endorsement.						
c. To present and discuss proposed guidelines for the evaluation of teacher-education programs in career education.						
4. Work Session, Thursday AM						
a. To identify implications for long-range planning of Project task force outcomes, program infusion efforts, and the certification and accreditation findings.						
b. To share preliminary plans for program infusion with workshop participants from other institutions.						
c. To identify the action needed to facilitate completion and implementation of institutional long-range plans.						

For those objectives which seemed irrelevant or were not fully attained, can you offer any suggestions for improvement?

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

FORMAT

(1) Overall, the workshop was:
___Very worthwhile in terms of answering my immediate needs.
___A worthwhile experience, though some of my immediate needs were not met.
___Of limited value.
___Comments: _____

(2) The amount of time spent on lecture:
___Was too extensive.
___Was about right for the material presented
___Could better have been spent on other activities.
___Was inadequate for the kind of materials presented.
___Comments: _____

(3) Small group meetings:
___Were effectively incorporated and used in the workshop.
___Added nothing to workshop effectiveness
___Discussion helped the groups understanding of topics presented.
___Discussion was limited.
___Discussion was inadequate.
___Comments: _____

(4) Audiovisual presentations:
___Were used with great effectiveness.
___Were not used effectively as they might have been.
___Were relied upon too heavily.
___Comments: _____

RESPONSE TO WORKSHOP PRESENTERS AND CHAIRPERSONS

(1) Presenters and chairpersons seemed:
___Thoroughly prepared and competent.
___Reasonably well prepared.
___Unprepared.
___Comments: _____

(2) Presenters and chairpersons were:
___Highly sensitive to participants' needs.
___Usually sensitive to participants' needs.
___Insensitive.
___Comments: _____

(3) Comments and/or instructions given by chairpersons were:
___Invariably clear and helpful.
___Generally clear.
___Difficult to understand.
___Comments: _____

(4) In general, chairpersons:
___Discouraged open communications.
___Did very little to facilitate communication.
___Consistently encouraged open communication
___Comments: _____

PERSONAL RESPONSE TO THE WORKSHOP

(1) Through this workshop I gained:
___A better general understanding of the topic(s) covered.
___A desire to learn more about topic(s).
___Knowledge of materials or methods which will be useful to me.
___Ability to solve problems within my job assignment.
___Awareness of other resources available.
___Increased insight regarding my needs.
___Comments: _____

(2) I intend to implement methods or materials introduced in this workshop:
___Immediately
___Within the next year.
___At some future date, though I can foresee no immediate use for them.
___Never
___Comments: _____

(3) As a participant, I felt:
___Very involved -- very much a part of the group.
___Generally involved.
___Only superficially involved.
___Alienated.
___Comments: _____

(4) The group (participants) as a whole could be described as:
___Quite tense, experiencing much difficulty in communications.
___Occasionally tense, experiencing some hindrance in communications.
___Fairly open, with reasonably good communications.
___Very open, enjoying excellent rapport.
___Comments: _____

NARRATIVE

1. Briefly, what would you consider the single most important concept you gained from this workshop?

2. Please describe your overall reactions to the workshop. (For example, was it what you expected? Was it useful? Can you offer any suggestions for improvement?)

THANK YOU FOR YOUR TIME AND ASSISTANCE!

APPENDIX G

VIEWS TOWARD CAREER EDUCATION

A Brief Perception Check for CEPD Project Participants

April 1, 1976

Designed by CEPD Project Staff as a Follow-up
to "Identification of Conceptual Ideals and Perceptions
of the Current Status of Education (K-12)", November, 1975

Career Education Personnel Development Project
Marion Intermediate Education District
3180 Center Street, N.E.
Salem, Oregon 97301

IDENTIFICATION DATA

Date of Completion _____

POSITION _____

COLLEGE OR UNIVERSITY _____

POSITION RELATIVE TO CAREER EDUCATION PERSONNEL DEVELOPMENT PROJECT (Check One)

___ Consortium Representative
___ Cadre
___ Task Force
___ Committee
___ Faculty or Administrator Participant
___ Teacher Education Student
___ Other (please specify) _____

FOR COLLEGE AND UNIVERSITY FACULTY:
Please list all courses you are currently teaching

_____ _____

_____ _____

_____ _____

FOR TEACHER EDUCATION STUDENTS:
Please list the course(s) in which you are enrolled through which you were identified to complete this instrument

_____ _____

_____ _____

INSTRUCTIONS

PART I -- In this part of the instrument there are 15 statements listed under eight key topical areas related to students' learning experiences in the public schools. For each statement give two responses, Column 1, -- whether you believe the statement represents a desirable situation and Column 2 -- your comment about the actual application of the statement in the schools from your perspective.

PART II - In this part of the instrument there are nine statements listed under four key topical areas related to teacher and counselor education and activities. For each statement give two responses -- (1) whether you believe the statement represents a desirable situation and (2) your comment about the actual application of the statement in colleges and universities from your perspective.

PART I -- STUDENTS

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
A. Life Roles		
1. In general, instruction in each subject should be systematically related to these life roles: Citizen	___	_____
Family Member	___	_____
Leisure	___	_____
Producer of Goods and Services	___	_____
Consumer	___	_____
2. The school should give about equal emphasis to economics, family, civic and avocational career development	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
B. Self-Awareness		
1. The school should exercise responsibility to develop student awareness of: Self	___	_____
		_____
Others	___	_____
		_____
Environment	___	_____
		_____
2. The school should provide all students an opportunity to become aware of their own interests, abilities and desires in relationship to their future.	___	_____
		_____
C. Exploration		
1. A significant portion of the education which the school arranges for each student should be conducted in business, industrial and professional shops, offices or other facilities outside school.	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
2. Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels:		
Grades K-5	___	_____
		_____
Grades 6-7-8	___	_____
		_____
Grades 9-10-11-12	___	_____
		_____
Post Secondary	___	_____
		_____
3. The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part time basis	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
D. Preparation		
1. The school should assume responsibility to develop some degree of employability of students generally at the following grade levels:		
Grades K-5	___	_____
		_____
Grades 6-7-8	___	_____
		_____
Grades 9-10-11-12	___	_____
		_____
2. Education designed to help prepare students for productive working lives should deal with the professions (medicine, dentistry, law, engineering, etc.) as well as with various business and industrial occupations	___	_____
		_____
E. Work Habits		
1. The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others)	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
F. Work Experience		
1. All students should have some form of on-the-job work experience which is arranged and coordinated by school staff cooperating with business, industry, the professions and the home	___	_____
G. Career Decision-Making		
1. Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14	___	_____
2. The ability to find and use information to make career decisions is an ability that should be included in school instruction	___	_____
H. Placement		
1. The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education	___	_____
2. Follow-up of former students to determine and assist with meeting needs for retraining and upgrading should be the schools' responsibility	___	_____

PART II -- TEACHERS AND COUNSELORS

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
A. Infusion of Career Content		
1. Instructional-learning activities and content in all subject areas and disciplines should be related to prospective careers and life roles, systematically and continually	___	_____
2. Content courses designed to prepare students for working in a career should be based on skills and knowledges now needed (and anticipated to be needed) in the business, industry or profession	___	_____
B. Teacher Competencies		
1. Teachers in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto. This should apply to teachers in		
Grades K-6	___	_____
Grades 7-8-9	___	_____
Grades 10-11-12	___	_____
Post secondary	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
2. Most secondary school teachers should possess enough skill and competency in their major field of teaching so that they could (if called upon) be employed in a related position in a business, industry or profession	___	_____
C. Counseling		
1. Counselors should be aware of career clusters and the respective characteristics, requirements and person-power needs thereof	___	_____
2. Counselors should in general work with teachers to help them facilitate career guidance, rather than primarily working directly with students for this purpose	___	_____
D. Use of Community Resources		
1. Segments of the community such as business, industry and the professions should influence (but not dictate) the schools' curriculum	___	_____
2. Advisory committees with well defined responsibilities and operating policies should be an essential part of the school's communication system	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
3. The entire community should be viewed as a potential learning laboratory for students	___	_____

PLEASE WRITE YOUR OWN PERSONAL DEFINITION OF "CAREER EDUCATION"

_____

_____

_____

_____

Thank you for completing this instrument!!